

Program Report Card: State Department of Education / Family Resource Center Program (FRC)

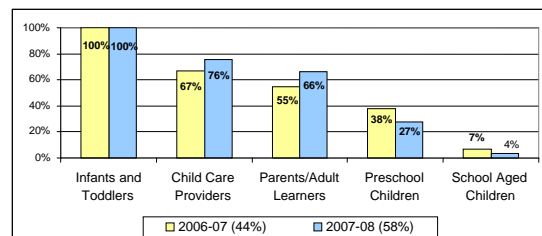
Program Purpose: The overarching goal of the State's Family Resource Center (FRC) Program is to provide families and caregivers with information about child development, school readiness, and parenting strategies leading to developmental success.

Contributes to Population Quality of Life Result: The FRC Program is a positive contributor to the *Ready by 5, Fine by 9* investment plan given the population it serves and its unique position with respect to disseminating information to families and caregivers. FRCs provide programs and support services designed to enhance child development and school performance through parent education and preschool development screening.

FRCs customize their services based on community needs, therefore, it has been a challenge to tell a coherent story on outcomes. However, the Department has made great strides over the past two years in establishing measures as outlined. To further augment the development of additional performance measures to capture relevant outcome data, the Department will utilize the results of the Yale Evaluation Study. The study, which will be completed in May 2009, examines the effectiveness and the impact of FRCs. Preliminary emerging themes from this study are:

- FRCs expand a school's capacity to communicate with non-English speaking children and their families. More than 100+ FRC staff speak at least two languages and overall are fluent in 15 different languages. Two-thirds of the multilingual FRC staff speak Spanish;
- FRCs are a vital link between families and the services that they need. FRCs provide more than 32,000 resource and referral contacts each year; and
- FRCs leverage their funding by using volunteers. FRC volunteers provided 2,771 hours of service in just one month.

Performance Measure 1: The percentage of FRC participants receiving Parents as Teachers (PAT) services.



Story behind the baseline:

In 2007-2008, 58 percent of all FRC enrolled families actively participated in PAT activities compared to 44 percent in 2006-2007, a 14 percentage point increase. PAT is a nationally recognized family-in-training program model that provides high quality parent education and family support.

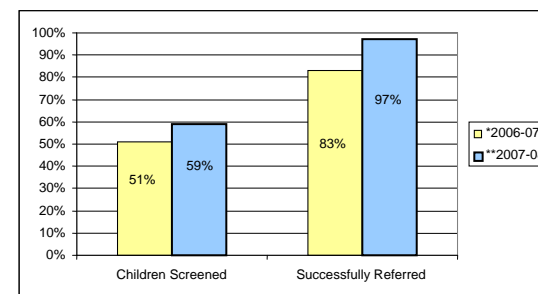
This increase is largely attributed to the systemic alignment of PAT services throughout all FRCs implemented in July 2007 when all SDE funded FRCs were required to administer PAT as a "Priority Service Delivery Model." Comparison data show the ongoing efforts of FRCs to connect parents/adults and children with a comprehensive array of services/supports targeting the healthy growth and development of children.

Proposed actions to turn the curve:

- Remain constant in regular monitoring of programs to ensure the appropriate alignment of services administered as PAT.
- Continue to subscribe the use of both state and national PAT technical assistance, professional development and training to effectively ensure fidelity to the PAT logic model.

While the Yale study findings are not expected until spring 2009, emerging trends support FRCs as instrumental in connecting families and childcare providers with resources that support healthy child development. Study outcomes are expected to have impact on future FRC policy and/or program development.

Performance Measure 2: Percent of young children screened with the Ages and Stages Questionnaire (ASQ) and the percent of subsequent, successful referrals as a results of screening.



Story behind the baseline:

Universal developmental screening is a goal in many Connecticut communities and FRCs are helping to achieve this goal.

Comparison data show an increase in the percentage of infants, toddlers and preschoolers enrolled in FRCs who are receiving appropriate developmental screenings (51% in 2006-2007 compared to 59% in 2007-2008). Furthermore, the data show an increase in the percent of children who were successfully referred and connected with appropriate diagnostic testing and/or an intervention service provider (83% in 2006-2007 compared to 97% in 2007-2008).

FRCs play a central role in early identification and intervention for children at risk of learning or other developmental challenges. (Note: two separate, but comparable data sources were used for FRC data; *06-07 CONNPAT data source and **07-08 SDE data source.)

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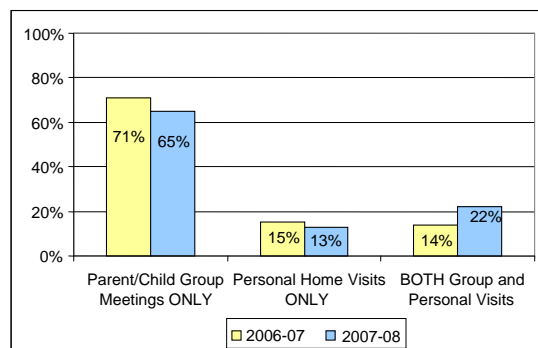
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Proposed actions to turn the curve:

- Develop individual program reports that review program data and provide technical assistance in improving program outcomes related to successful referrals.
- Work with PAT consultants to provide regular training on the appropriate use of the ASQ screening tool and develop procedures that will increase the numbers of young children who regularly receive age appropriate developmental screenings.

Performance Measure 3: The percentage of group meetings and home visits with families delivered as part of the Parents as Teachers services offered through FRCs.



Story behind the baseline:

The primary focus of the PAT model is the use of personal/home visits with families. The literature reports that frequent personal home visits are a critical method to deliver child development information to families. These visits are also recognized as the most effective way for parent educators to engage parents in learning to observe

their child's development, address concerns, and provide activities that provide meaningful parent/child interaction.

Comparison data show that among the increased number of FRC families participating in PAT programs/activities, there are more families receiving personal/home visits. In 2007-2008, 35 percent (13% and 22% combined) received personal/home visits compared to 29 percent in the previous year. The six percent increase in home visitations is attributed to the FRC program requirement to administer PAT as a Priority Service Delivery Model.

Proposed actions to turn the curve:

- Continue to emphasize and expand the use of home/personal visits with FRC families as an effective way to improve the knowledge of parenting skills and developmental milestones for children.
- Investigate existing state program models that institute similar home visitation programs and explore the potential of merging resources to increase the frequency of personal/home visits.